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ABSTRACT

An outline of the knowledge and skills to be taught in high school government courses in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into three parts. Following an introduction, a one page description overviews the curriculum for high school U.S. government, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For government, the areas of study covered are: introduction to government, politics of American democracy, the three branches of government, and state and local government. (LP)

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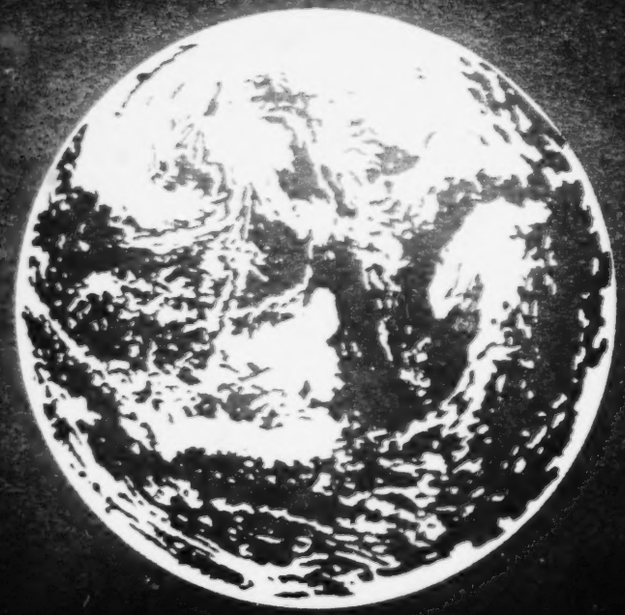
# SOCIAL STUDIES

## CURRICULUM GUIDE

ED269328



DS Manual 2110.12

JULY 1984

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GOVERNMENT

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

SOCIAL STUDIES

CURRICULUM

GUIDE

12th Grade

U.S. Government

# INTRODUCTION

The Department of Defense Dependents Schools (DoDDS) Social Studies Guides have been developed for the purpose of providing the classroom teacher with an outline of knowledge and skills which are to be taught at each grade level in order to meet the DoDDS social studies objectives.

As these guides are being used, it is requested that suggestions and recommendations for changes be submitted to the regional social studies coordinators. These guides will be reviewed and revised in accordance with the DoDDS Curriculum Development Plan.

Steve Motta
Deputy Director

## UNITED STATES GOVERMENT

The twelfth grade required one-semester course in U.S. Government is one component in the social studies curriculum of the Department of Defense Dependents Schools. The course is organized around six units of study which are designed to provide students with essential knowledge, skills, and attitudes related to the nation's government and history. These units are coordinated with DoDDS social studies objectives.

The students should review their knowledge about the purpose and function of government and expand on their study of American government which was part of their eighth and eleventh grade American History program. Major emphasis is on the three branches of the Federal Government, as described in the United States Constitution, on political responsibility and participation, and on state and local governments. Some attention is given to economic systems and alternative political systems. Activities which involve learning about the host nation are included at the end of each section, and teachers are encouraged to use these and other activities which will give students an opportunity to gain a better understanding of the host nation.

The curriculum guide is a teacher reference and is not designed for student use. Obviously some components of the outline will receive more attention in classroom instruction than will others. Note that while time allotments are suggested, some flexibility is possible. However, it is recommended that each teacher cover the entire curriculum in order to satisfactorily meet the DoDDS instructional objectives.

### APPROVED TEXTBOOKS

Allyn/Bacon (1): Decision Making in Government
Allyn/Bacon (2): Magruder's American Government
Holt, Rinehart, Winston: American Government
McGraw-Hill: American Government
Scott Foresman: American Government Today

ACKNOWLEDGEMENT

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Grade Level: Twelve (12) U.S. Government

Marking Period: 1st

Suggested Time Frame: 2 weeks for I, Introduction

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| I. Introduction to and background of Government<br><br>A. Purpose for study of government<br><br>B. Government<br><br>1. Origins of the state<br>2. The four characteristics of the states<br>a. Sovereignty<br>b. Territory<br>c. Population<br>d. Government<br>3. Various forms of government<br>a. Unitary<br>b. Confederate<br>c. Federal<br>d. Presidential<br>e. Parliamentary<br>f. Dictatorship<br>g. Democracy | 1. Demonstrate a working knowledge of basic listening skills (i.e., listen with a purpose, identify the sequence of ideas, ask appropriate questions, take notes while continuing to listen, respond in context on what has been heard). (SKILLS)<br><br>2. Explain why people form governments (include the factors of natural law, the human being's political nature, the heritage of formal political institutions, and the necessity of compromise and/or consensus). (POLITICAL SCIENCE) | Chap 1-2 pp 3-65 | Chap 1-4 pp 12-99 | Chap 1-4 pp 2-91 | Chap 1-4 pp 4-79 | Chap 1-3 pp 1-45 | 1. The teacher can make a 15-minute presentation on the origins and the characteristics of the state. The students should listen and take notes. A test will be given on the content of the notes. (obj.1)<br><br>2. At the begining of the course students should list reasons for the formation of governments. The list may be updated at the end of the unit of study. (obj. 2)<br><br>3. Identify the characteristics of the nation-state, e.g., territory, population. (obj.2)<br><br>4. Given a series of scenarios, the students should show which political entities are nation-states and which are not, e.g. the student will show why Puerto Rico is not a nation-state. (obj. 2) |

*Allyn/Bacon (1) - Decision Making in Government.
**Allyn/Bacon (2) - Magruder's American Government

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Grade Level: Twelve (12) U.S. Government

Marking Period: 1st

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| I. Introduction (Cont.) | 3. Compare modern government structures such as: unitary, federal, etc. (POLITICAL SCIENCE) | | | | | | 5. Students should write a paper in which they compare and contrast forms of government, e.g., the parliamentary with the presidential. (obj. 3)<br>6. Students should list various forms of government with examples from the 20th Century. (obj. 3) |
| 4. Sources of the philosophy and ideas incorporated in the U.S. Constitution<br>a. Locke, Blackstone, Montesquieu, Rousseau, Jefferson<br>b. The compromises at the Constitutional Convention - 1787<br>c. The basic principles of the U.S. Constitution | 4. Identify the major political philosophies which historically influenced the U.S. political system. (HISTORY)<br>5. Identify the colonial experiences in self government which influenced the American political system. (HISTORY)<br>6. Identify the basic principles of the Constitution. (POLITICAL SCIENCE) | Ch 1-2 pp 3-65 | Ch 1-4 pp 12-99 | Ch 1-4 pp 2-91 | Ch 1-4 pp 4-79 | Ch 1-3 pp 1-45 | 7. Have students do library research on a political philosopher, e.g., Rousseau, Jefferson, Locke, and his contributions to the American governmental system. May be a written or an oral activity. (obj. 4)<br>8. Review colonial history and identify five experiences in self-government, e.g., Mayflower Compact, House of Burgesses, and show how they influenced the American political system. (obj. 5)<br>9. The student should list the six basic principles of the Constitution. (obj. 6) |

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| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| I. Introduction (Cont.)<br>(1) Popular sovereignty<br>(2) Limited government<br>(3) Separation of powers<br>(4) Checks and balances<br>(5) Judicial review<br>(6) Federalism | 7. Identify the three branches of the federal government and list some of the power and functions of each branch. (POLITICAL SCIENCE) | | | | | | 10. The student should identify the three branches of government and list some of the powers and functions of each. (obj. 7)<br><br>11. Selected students can use certain colonial governments as a model, e.g., Virginia, and show that the founding fathers incorporated the concept of separation of powers into the plan for the U.S. National Government. (obj. 7) |
| C. Economic systems of the world<br>1. Types of<br>a. Socialism - evolutionary and revolutionary<br>b. Capitalism<br>c. Mixed<br>2. The interrelationship of economic and political systems | 8. Define components of economic systems: human energy, resources, capital. (ECONOMICS) | Ch 1-2 pp 3-65 | Ch 1-4 pp 12-99 | Ch 1-4 pp 2-91 | Ch 1-4 pp 4-79 | Ch 1-3 pp 1-45 | 12. The student or pairs of students should select a nation and examine its economic system. They must define various components of that system and show how they have been utilized in the development of that economy. This may be used as a research and writing or research and oral project. Suggested for advanced students. (obj. 8)<br><br>13. In a paper of two to five paragraphs, the student should show the difference between evolutionary and revolutionary socialism, including appropriate examples of where these are systems in use in the world. (obj. 8) |

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|---|---|---|---|---|---|---|---|
| I. Introduction (Cont.) | 9. Explain the philosophical underpinnings of socialism and capitalism (i.e., basic assumptions about human nature). (POLITICAL SCIENCE) | | | | | | 14. Selected students can research and report on the writings of such individuals as Karl Marx, Friedrich Engels, Josef Stalin or Mao Tse-Tung. (obj. 9) |
| | 10. Describe the relationship between a nation's economic development and its geographical features. (GEOGRAPHY) | | | | | | 15. Have students show how the economies of the world are interdependent, e.g., developing countries provide raw materials for developed nations, oil from Libya to West Germany. The student should research and provide illustrations of this relationship. (obj. 10) |
| | | | | | | | 16. The student can illustrate international trade by collecting data to show the exchange of goods between the United States and the host nation. This exercise should include interpreting trade data, i.e., graphs and charts. (obj. 10) |
| | 11. Trace the historical development of the American economic system. (HISTORY) | | | | | | 17. Divide the class into small groups and have them trace the historical development of the American economic system. Make each group responsible for researching the trends of a particular period of history, e.g. the colonial period 1607-1776. Each group can make an oral report on its findings. (obj. 11) |

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|---|---|---|---|---|---|---|---|
| I. Introduction (Cont.)<br>D. Anarchy<br>1. Definition<br>2. Reasons for unacceptability | 12. Identify the range of normal/acceptable behavior in our society. (SOCIOLOGY) | Ch 1-2 pp 3-65 | Ch 1-4 pp 12-99 | Ch 1-4 pp 2-91 | Ch 1-4 pp 4-79 | Ch 1-3 pp 1-45 | 18. The students should illustrate the range of normal, acceptable political behavior in our society by drawing a continuum from the most acceptable behavior, e.g., active political participation, to borderline unacceptability, e.g., heckling speakers from an opposing political party. (Obj. 12)<br><br>19. The students can write a paper in which they define anarchy and shows why anarchistic activities would be outside the range of acceptable political behavior in the United States. (obj. 12) |
| | 13. Identify behavior considered deviant in our society. (SOCIOLOGY) | | | | | | 20. The students can do research on one or more international terrorist groups. When possible, select groups that have been active in the United States or the host nation. Show how these groups violate the nation's politicial norms. (obj. 20)<br><br>21. Have students write a brief research paper on one of anarchistic labor unions of the 19th Century, e.g., the Molly McGuires. (obj. 13) |

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Grade Level: Twelve (12) U.S. Government

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| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| I. Introduction (Cont.) | | | | | | | I. Introduction: Host Nation Activities<br>A. International relations<br>1. Study and visit international trade organizations:<br>a. European Economic Community, Luxemburg, Brussels, and Strassbourg.<br>b. Import-export trade exhibits.<br>c. Stock and commodity exchanges.<br>d. Commercial banks that deal in foreign currency and gold sales.<br>2. Focus attention on the role of the individual in international relations.<br>a. Students can make a list (10 items) of their responsibilities as representatives of the United States in a foreign country.<br>b. Student should describe a situation/occasion in which they have used their international relations skills. |

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| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| I. Introduction (Cont.) | | | | | | | 3. Focus attention on the relationship of the United States to the host nation.<br>a. Describe in a paper of three to five paragraphs in length, the relationship of the United States to the host nation.<br>b. Suggestion for an elective project:<br>(1) Prepare a creative scrapbook of the student's experiences in the host nation. It might contain some of the following items: photos, maps, post cards, drawings, flags, banners, local recipes, temperature and climate charts, and travel brochures.<br>(2) Study the functions of embassies and consulates. This could be supplemented by guest speakers from both the American and foreign embassy and Consulate and/or study visits to the embassies and consulates. |

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| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE- HART | MCGRAW- HILL | SCOTT FORES- MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| I. Introduction (Cont.) | | | | | | | (3) Trace the beginning of relations between America and the host nation country; this can be accomplished by preparing:<br>(a) Time line<br>(b) Research paper<br>(c) Mini-drama<br>(d) Exhibit, display, or festival<br>(4) Divide the class into small groups and have each group write a foreign policy for the United States. The group must be prepared to defend the policy in an international "meet the press" type classroom activity. |

**Grade Level:** Twelve (12) U.S. Government

**Marking Period:** 1st

**Suggested Time Frame:** 4 weeks for II, The politics of American Democracy

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| II. The politics of American democracy<br><br>A. Political parties in America<br><br>1. Origins of the major parties<br>2. Functions<br>3. Organization<br>4. Finance<br>5. The role of the minor party in the two party system<br>6. Impact of the independent candidate | 1. Recognize the historical development of political parties in the United States. (HISTORY) | Ch 15 pp 519-547 | Ch 8 pp 181-207 | Ch 9 pp 172-194 | Ch 23 pp 418-429 | Ch 9 pp 208-230 | 1. Have students trace the development of the two major political parties. This may be done as a written research paper or as an oral presentation by an individual or small groups. (obj. 1)<br><br>2. The class can construct a political party, to include name, structure, financial base, criteria for candidates, and platform. This activity may be used in conjunction with a mock presidential election. Suggested for advanced students. (obj. 1)<br><br>3. An individual or small group may construct a large wall chart describing party organization. This will give students an opportunity to use graphic skills. (obj. 1&3)<br><br>4. The same type of activity may be used to provide a graphic depiction of the role of political parties in governmental structures, e.g., a model of the legislative body showing how the House and Senate are organized along party lines by seating arrangements and leadership positions.<br><br>This activity could be employed in conjunction with Unit IV on the legislative process. (obj. 1&2) |
| | 2. Describe the function of political parties in governmental structures. (POLITICAL SCIENCE) | | | | | | |
| | 3. Know the structure of party organizations. (POLITICAL SCIENCE) | | | | | | |

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| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| II. Politics (Cont.) | | | | | | | 5. The student may role play an independent candidate for president, e.g., Eugene McCarthy in 1968 or John Anderson in 1980, explaining such things as: reasons for candidacy, views on key issues (domestic and foreign), national political goals, and the problems encountered by such a candidate. (obj. 1&2)<br><br>6. Divide the class into groups. Each group should be assigned a third party of historical significance, e.g., Populists, Socialist Workers, Bull Moose, or Prohibition. The groups would be required to research, and prepare notes, bibliography cards, and graphics to be used with the oral presentation. (obj. 1&2) |
| B. Public Opinion<br>1. Definition<br>2. Formation and measurement | 4. Design and plan a process of investigation, e.g., measurement of public opinion. (DECISION-MAKING) | Ch 12, 13 pp 409-483 | Ch 11 pp 258-280 | Ch 10, 11 pp 196 224 | Ch 22, 28 pp 484-518 | Ch 7, 8 pp 170-205 | 7. Students should list ten factors, i.e., age, sex, race, education, which influence the of formation public opinion. (obj. 4)<br><br>8. Describe four methods of measuring public opinion, e.g., personal contact, the media, and give examples. This may be a written or oral activity. (obj. 4) |

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| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| II. Politics (Cont.) | 5. Interpret information and formulate logical generalizations from available data. (DECISIONMAKING) | | | | | | 9. Conduct a poll, e.g., Gallups "most important problems list", using a valid sample of the school population. All textbooks have examples of polls. Compile and interpret the data. (obj. 4&5)<br><br>10. Establish criteria for evaluating an opinion poll, e.g., who was interviewed and when? Using a poll (from a current newspaper or magazine) apply the criteria and test the validity of the poll. Suggested for advanced students. (obj. 5) |
| C. Propaganda<br>1. Definition<br>2. Types<br>3. Recognition | 6. Identify the seven types of propaganda. (POLITICAL SCIENCE) | Ch 12 pp 419-423 | Ch 11 pp 272-274 | X | Ch 28 pp 504-518 | Ch 7 pp 170-190 | 11. The students may tape a speech or a portion of one. They should accurately identify the use of two or more types of propaganda in the speech. (obj. 6)<br><br>12. Assign students to write a speech about a current issue, or a local school topic of interest in which three types of propaganda are employed. Members of the class will listen to and/or read the speech and recognize the types of propaganda. (obj. 6) |
| | 7. Describe how public opinion can be swayed by propaganda - for both political and commercial purposes. (SOCIOLOGY) | | | | | | 13. Demonstrate how propaganda is used in the field of commercial advertisiing by preparing a bulletin board display of ads for a variety of products. Ads may be clipped from magazine or make a video tape of an ad for some popular product, e.g., jogging shoes. (obj. 7) |

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|---|---|---|---|---|---|---|---|
| II. Politics (Cont.) | | | | | | | 14. Compile a notebook containing at least two examples of each of the seven major propaganda techniques. (obj. 6&7) |
| D. Pressure groups<br>1. Lobbyists<br>2. Single issue groups | 8. Classify and define pressure groups. (POLITICAL SCIENCE) | Ch 13 pp 447-483 | Ch 11 pp 258-280 | Ch 11 pp 210-225 | Ch 27 pp 485-503 | Ch 8 pp 194-207 | 15. List ten pressure groups within the following categories: Economic, e.g., Airline Pilots Association, and noneconomic, e.g., Daughters of the American Revolution. Have a small group of students compile a master list on a transparency for presentation to the class. (obj. 8) |
| | 9. Identify methods used by pressure groups to influence candidates, elections, and public officials. (POLITICAL SCIENCE) | | | | | | 16. Given a special interest group, e.g., Disabled American Veterans, each student should write an essay explaining how this organization plans to influence public policy. (obj. 9) |
| | | | | | | | 17. Have the class role play that the student group has been employed by a pressure group, e.g., National Rifle Association, to plan a campaign to prevent passage of a stronger gun control law. They might include such things as; local rallies, letter writing, movie/T.V. celebrity endorsement, and mass media advertising. (obj. 9) |

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|---|---|---|---|---|---|---|---|
| II. Politics (Cont.) | | | | | | | 18. Organize a formal debate or a round table discussion on the topic: resolved that the Federal Regulation of Lobbying Act of 1946 should be amended to exert greater control over individual lobbyists. This could be done by a small group of advanced students for presentation to the entire class. (obj. 9) |
| | 10. Know the effects of geographic location on interest groups. (GEOGRAPHY) | | | | | | 19. Each student should interview three adults who will be asked to state their state of residence in the United States and to list the interest groups, e.g., AMA, NEA, American Legion, to which they belong. As an interdepartmental activity, computer students could compile the data to determine the relationship beween geographic location and membership in certain interest groups. Preparation for the activity would involve class participation in drafting interview questions and preparing questionnaires. (obj. 10) |
| E. Voters and voter behavior | 11. Know the ways in which technological, political, economic, or environmental changes affect the structure and functions of a social system. (ANTHROPOLOGY) | Ch 14 pp 487-513 | Ch 9 pp 210-230 | Ch 12 pp 226-242 | Ch 26 pp 467-483 | Ch 9 pp 208-231 | 20. Using a copy of the document, The Bill of Rights, the student can make a list of the basic civil rights of all Americans. (Obj. 12) |

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|---|---|---|---|---|---|---|---|
| II. Politics (Cont.)<br>1. Suffrage as a political rather than a civil right<br>2. Federal and State suffrage qualifications<br>3. Political socialization and its effects on political behavior<br>4. Non-voting: a national political problem | 12. Distinguish between civil and political rights. (GEOGRAPHY) | | | | | | 21. On a map of the United States, have students indicate those states that were a part of the "Solid South" (democratic). Using election statistics of the past 20 years, show how this situation has changed. (obj. 11&13) |
| | 13. Know the effects of geographic location on location on political parties and voting behavior. (GEOGRAPHY) | | | | | | |
| | 14. Explain factors which contribute to cultural change. (ANTHROPOLOGY) | | | | | | 22. Students should analyze and discuss the cultural impact of the Voting Rights Act of 1975, which provides for the use of multi-lingual ballots in elections. (obj. 14) |
| | 15. Differentiate between status and class and between rank and prestige in our society, and contrast these with other societies. (SOCIOLOGY) | | | | | | 23. Using the following social class determinants: education, occupation, and income, have students prepare a graph of voter participation by political party for selected election years. (obj. 15) |
| | 16. Identify forces that influence political decisionmaking. (POLITICAL SCIENCE) | | | | | | 24. The students could write a news article or an editorial defending or opposing a political decision, e.g., the San Francisco ban on hand guns. (obj. 16) |

Grade Level: Twelve (12) U.S. Government

Marking Period: 1st

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| II. Politics (Cont.)<br>F. The electoral process<br>1. Nomination of candidates<br>2. The influence of legislation on conduct in campaigns<br>3. The administration and regulation of elections<br>4. Voting procedures | 17. Describe the functions of political parties in government structures. (POLITICAL SCIENCE)<br>18. Interpret a sequence of political events in the context of various models for analysis of political change. (HISTORY) | Ch 16 pp 549-567 | Ch 10 pp 234-255 | Ch 12 pp 226-242 | Ch 26 pp 467-483 | | 25. Stage a Mock Nominating Convention. Materials may be requested from the national committees of the major parties. This is most successful when conducted on a departmentwide basis, or department basis, or may be approached as an inter-departmental activity, e.g., art department makes state conduct signs, English department, speech writing, etc. (obj. 17&18)<br>26. The students should examine and discuss the changes in party rules concerning the selection of delegates, e.g., for 1980 the Democratic National Convention imposed a proportional representation rule. The students can determine to what extent this has affected the nominating process. Suggested for advanced students. (obj. 18)<br>27. Selected members of the class can represent candidates for federal office, e.g., President and Vice President, or specific special interest groups. They must explain how the Federal Election Campaign Act of 1971 and its amendments, is affecting them. (obj. 18)<br>28. Have students write a criticism of practices that affect voting procedures in areas with large numbers of minorities. Show how civil rights and voting rights laws have attempted to correct these practices, e.g., the Voting Rights Act of 1965. (obj. 17&18) |

Grade Level: Twelve (12) U.S. Government

Marking Period: 1st

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE- HART | MCGRAW- HILL | SCOTT FORES- MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| II. Politics (Cont.) | | | | | | | 29. Have students prepare mock ballots to demonstrate the actual voting procedure. The class might make ballots to be used in student government, class, or club elections. (obj. 17&18)<br><br>30. During an election year the base voting assistance officer should be contacted and asked to explain to the class the procedures for eligible voters to register and obtain absentee ballots. Students who are eligible to vote should register, request an absentee ballot, and vote. Students who are not eligible should gather the information and be familiar with the procedures in their state. (obj. 17&18) |

**Grade Level:** Twelve (12) U.S. Government

**Marking Period:** 1st

**Suggested Time Frame:**

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE- HART | MCGRAW- HILL | SCOTT FORES- MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| II. Politics (Cont.) | | | | | | | II. Politics: Host Nation Activities<br>A. Request that local host nation political party representatives come into the classroom as guest speakers.<br>1. Students can make a study trip to local, state, and national government centers to view executive, legislative, and judicial systems, including correctional institutions. Follow-up activities which can be used:<br>a. Prepare a graphic representation of the structure of the government.<br>b. An essay or a poem expressing the students' feelings and attitudes about the experience.<br>c. Prepare, conduct, and write up interviews with leaders.<br>d. Compare the concept of justice in the host nation with the American system, e.g., court procedures, sentencing, punishment, and prison conditions. |

Grade Level: Twelve (12) U.S. Government

Marking Period: 1st

Suggested Time Frame: ___

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE- HART | MCGRAW- HILL | SCOTT FORES- MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| II. Politics (Cont.) | | | | | | | 2. Students can analyze the uses of mass media as a vehicle for public information:<br>a. Select a current event by reading local and U.S. papers and magazines and by watching local and American television news programs. |

Grade Level: Twelve (12) U.S. Government

Marking Period: 1st

Suggested Time Frame: 3 weeks for III, The Executive Branch

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| III. The Executive Branch<br>A. Roles of the President and Vice President<br>B. The election of the President and Vice President - the electoral system<br>C. Presidential power<br>D. Administrative functions of the Executive Office and the Cabinet<br>E. The role of the Federal bureaucracy<br>1. Civil Service System<br>2. Presidential control of the bureaucracy | 1. Identify the three branches of government and list some of the powers and functions of each. (POLITICAL SCIENCE)<br>2. Identify the current services of government that fulfill and justify its existence. (POLITICAL SCIENCE) | Ch 16 pp 585-591 | Ch 15-17 pp 352-437 | Ch 19-24 pp 348-558 | Ch 7-9 pp 132-187 | Ch 14-16 pp 316-377 | 1. Prepare a chart describing the structure, function and powers of the three branches. (This may be maintained in the student's notebook for use with the study of the Legislative and Judicial branches.) Selected students might reproduce this on a transparency and/or for bulletin board display. (obj. 1)<br>2. Referring to the map showing the electoral vote for each state, each student can use the information about his/her home state to describe the election from the popular vote in November to the electoral college vote in December. (obj. 1)<br>3. The class may be divided into pairs or small groups. Each group should select a president. The task involves research and preparation of 3x5 note and bibliography cards, maps, and other graphics for an oral presentation describing a power and a specific incident involving the use of that power, e.g., military power, Truman and use of the atomic bomb, and evaluate that president's use of power. (obj. 2)<br>4. At the teacher's discretion this may be a graphic or written activity: (1) Chart the Cabinet departments, including current |

Grade Level: Twelve (12) U.S. Government

Marking Period: 1st

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE- HART | MCGRAW- HILL | SCOTT FORES- MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| III. Executive Branch (Cont.) | | | | | | | department secretaries, services provided by the department, and indicate those departments that are not fulfilling an essential function. (2) The student can write a critical analysis of a particular department. (obj. 2)<br><br>5. Students can trace the historic development of the civil service system, e.g., the Pendleton Act of 1883 including a consideration of the role of the President in the formation and regulation of the system. (obj. 2)<br><br>6. The students can write a paper (of approximatley 300 words) attacking or defending the electoral college system.<br>and/or<br>Conduct a classroom discussion or debate on the question: The electoral college should be kept, altered or abolished.<br>or<br>List the 3 most common proposals for reforming the electoral system, e.g., the proportional system, and critique each one. |

Grade Level: Twelve (12) U.S. Government

Marking Period: 1st

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE- HART | MCGRAW- HILL | SCOTT FORES- MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| III. Executive Branch (Cont.) | | | | | | | or<br>Write a brief essay showing why the small states with minimum number of electoral votes, e.g., Vermont has successfully blocked passage of an amendment to reform the electoral college system. (obj. 1&2)<br><br>III. Executive Branch: Host Nation Activities<br><br>A. Students can compare:<br><br>1. The U.S. President's responsibilities and powers with those of the executive of the host nation.<br><br>2. The size of the U.S. Federal bureaucracy with the civil service of the host nation.<br><br>3. The presidential form of government in the United States with the parliamentary form in Great Britain. |

Grade Level: Twelve (12) U.S. Government

Marking Period: 2nd

Suggested Time Frame: 3 weeks for IV, Legislative Branch
(4 weeks if simulation is used)

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| IV. The Legislative Branch<br><br>A. The significance of bicameral government<br><br>B. Determining the number of seats in the House of Representatives alloted to each state<br><br>1. Purpose of the national decennial census<br>2. Importance of the role of the state legislatures in redistricting<br><br>C. Congressional organization<br><br>1. The Committee system<br>2. The rules which influence the legislative role | 1. Identify the three branches of government, list powers and functions of each and show how each branch has a check on the others. (POLITICAL SCIENCE) | Ch 6-7 pp 169-239 | Ch 12, 14 pp 284-348 | Ch 15, 17, 18 pp 283-345 | Ch 5-6 pp 81-130 | Ch 10-13 pp 233-313 | 1. Have students prepare a graphic and/or verbal description of the system of checks and balances. (obj. 1)<br><br>2. Have the class prepare a static display depicting the structure and arrangement of both houses of Congress. This should include seating by parties, party leaders, House and Senate leaders, as well as a list of the standing committees and their current chairpersons. (obj. 1)<br><br>3. Depending on the size of the school, the following legislative simulations may be organized: small school: organize class into a Senate Standing Committee; medium school organize class into the Senate; large school organize classes into the Senate and House of Representatives. Where applicable, do the following (1) assign roles; (2) write bills or resolutions; (3) review parliamentary procedure; (4) if possible obtain copies of Senate and House rules; (5) conduct committee and floor sessions; (6) attempt to pass the bills into law. The entire class should work with the instructor to prepare an instrument for self evaluation of their participation in the simulation. (obj. 1) |

Grade Level: Twelve (12) U.S. Government

Marking Period: 2nd

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| IV. Legislative Branch (Cont.) | | | | | | | |
| | 2. Know the political and social implications of district boundaries. (GEOGRAPHY) | | | | | | 4. Have students list and illustrate three internal and three external factors or influences that could affect the passage of a bill into law, e.g., lobbyists, constituent pressures, peer pressures. (obj. 4) |
| | 3. Know the problems associated with redistricting for representation when population changes occur. (GEOGRAPHY) | | | | | | 5. Simulate a state legislative body working on redistricting, the legislators (students) must consider the following: racial, partisan, natural, city, and county boundaries, and the predominant urban, suburban, or rural character of the area in establishing the districts. (obj. 2&3) |
| | | | | | | | 6. Assign as an essay or research paper. Show how the "Reapportionment Revolution of the 1960s" brought the United States closer to the democratic ideal of "1 man, 1 vote." In the paper the following cases should be examined: BAKER vs CARR, 1962; REYNOLDS vs SIMS, 1964; and WESBERRY vs SANDERS, 1964. Suggested for advanced students. (obj. 2&3) |
| | | | | | | | 7. Students should refer to Article II of the Constitution and find the specific reference to apportioning of House seats. They should write a paragraph, in their own words, explaining this constitutional provision. (obj. 3) |

Grade Level: Twelve (12) U.S. Government

Marking Period: 2nd

Suggested Time Frame:

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)* | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| IV. Legislative Branch (Cont.) | | | | | | | |
| D. The legislative power of Congress | 4. Identify the current services of a political institution that fulfill and justify its existence. (POLITICAL SCIENCE) | Ch 6,7 pp 169-239 | Ch 12-14 pp 284-348 | Ch 15-18 pp 288-345 | Ch 5-6 pp 81-130 | Ch 10-13 pp 233-313 | 8. Have the class prepare a chart showing the steps in the process of a bill becoming a law. (obj. 4) |
| 1. How a bill becomes a law | | | | | | | |
| 2. The influences that are exercised | | | | | | | |
| | 5. Know the geographic implications of legislative decisions. (GEOGRAPHY) | | | | | | 9. The students should research and write an example of how legislation may be a benefit or a detriment to a particular geographic area, e.g., what the Chrysler bail out package did for Michigan. (obj. 5) |
| E. The power of Congress | | | | | | | |
| 1. Ennumerated (as in Art. I, sec. 8.) | | | | | | | |
| 2. Implied (as in Art I, sec. 8., cl. 18) | 6. Identify forces which influence the political decisionmaking process (i.e., special interest lobbying, party system, voting, public opinion, mass media, propaganda). (DECISIONMAKING) | | | | | | 10. Assign a mini drama: A lobbyist for the National Rifle Association is attempting to influence the vote of a Congressperson from a state that supports passage of a gun control law currently being debated in Congress. The students must conduct a realistic discussion of the issues. The Congressperson must arrive at a decision. Additional roles may be played by individuals representing the media, party leaders, and pollsters. (obj. 6) |
| 3. Nonlegislative: | | | | | | | |
| a. Electoral | | | | | | | |
| b. Constituent | | | | | | | |
| c. Impeachment | | | | | | | 11. The class can do library research and write a brief paper on the Andrew Johnson impeachment case. Using this case as a model, they should show the role of the House and the Senate in the impeachment process. (obj. 6) |
| d. Executive | | | | | | | |
| e. Investigative | | | | | | | |

Grade Level: Twelve (12) U.S. Government

Marking Period: 2nd

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| IV. Legislative Branch (Cont.) | | | | | | | 12. Students can write a letter to a Congress-person requesting that Congress propose an amendment to the Constitution, e.g., to establish a national law for a uniform drinking age.<br>or<br>The letter could request a national convention for the purpose of proposing an amendment. (obj. 6)<br><br>13. In a class discussion or a written paragraph, students should show the difference between a broad or liberal interpretation and a strict interpretation of the Constitution giving evidence of an understanding of the implied powers clause.<br>and/or<br>Making historic reference, describe incidents in which powers have been implied,e.g., establishment of the Air Force. (obj. 5&6) |

Grade Level: Twelve (12) U.S. Government

Marking Period: 2nd

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1) | ALLYN/ BACON (2) | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| IV. Legislative Branch (Cont.) | | | | | | | IV. Legislative Branch: Host Nation Activities<br><br>A. Obtain a copy of the census used in the host nation. Compare the document with the most recent census in the United States.<br><br>B. Examine the system of representation and the type of districting used at the national and local level in the host nation.<br><br>C. Arrange a study tour to the local and/or national legislative body. This activity might be done in conjunction with language classes, using language students as guides and interpreters or in cooperation with an English class in a local high school or college. The local students serving as guides and interpreters. |

**Grade Level:** Twelve (12) U.S. Government

**Marking Period:** 2nd

**Suggested Time Frame:** 3 weeks for V, The Judiciary and Civil Rights

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| V. The Judiciary and Civil Rights<br>A. The "Dual Court" system<br>1. The structure of a state court system<br>2. Jurisdiction of state and local courts<br>3. Selection of judges<br>4. The jury system<br>B. Organization of the Federal Court System<br>C. Selection of Federal judges<br>D. The role of the United States Supreme Court<br>E. The importance of judicial review | 1. Identify the current services of a political institution that fulfill and justify its existence. (POLITICAL SCIENCE)<br>2. Identify sanctions in our society for unacceptable behavior. (SOCIOLOGY) | Ch 8, 9<br>p 241-326 | Ch 26<br>p 646 (Federal Court)<br>Ch 31<br>p 725-State Courts | Ch 29-31<br>pp 564-610 Federal Courts<br>Ch 32-34<br>pp 616-676 (Civil Rights) | Ch 10-12<br>pp 190-230 Federal Court System<br>Ch 16<br>pp 284-303 Civil Rights & the Courts | Ch 17-19<br>pp 387-451 Federal Justice System | 1. The student should list five services of judicial institutions in our society, state, local, or federal, e.g., defines crime, prescribes punishment. (obj. 1)<br>2. Compare the American adversary system, the contest between two lawyers, with the trial system in the host nation. (obj. 1)<br>3. The students can draw an original cartoon that illustrates one of the services of the judicial institutions in our society. (obj. 3)<br>4. Through the local staff Judge Advocate's office, arrange to have the class attend a court martial. Preparation should involve a briefing on court martial procedures which could be done by a base legal officer. As a follow-up activity conduct a discussion about the outcome of the trial. (obj. 4)<br>5. The class may be divided into three groups to research and report on the three most common methods of selection of judges at the state level: (1) popular election; (2) selection by the legislature; (3) appointment by the governor. A team of advanced students might report on the Missouri plan which combines aspects of election and appointment. (obj. 1) |

Grade Level: Twelve (12) U.S. Government

Marking Period: 2nd

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE- HART | MCGRAW- HILL | SCOTT FORES- MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| V. Judiciary (Cont.) | | | | | | | 6. Following this exercise the class might be polled to see which method is favored by the group.<br><br>a. An advanced class might read the play Twelve Angry Men by Reginald Rose (Irvington Pubs., 1971). The play covers the deliberations of a particular jury. It might be arranged as an English and Government activity allowing students to do different assignments for the different disciplines.<br><br>The Government class might examine the flaws in the American jury system as shown in the drama. The students could write a profile of their conceptions of the ideal juror. (obj. 1)<br><br>b. An individual or small group of students could do research and report to the class on regulations concerning jury duty in various states, e.g., in some places teachers, lawyers, and doctors are excused from jury duty. (obj. 1) |

Grade Level: Twelve (12) U.S. Government

Marking Period: 2nd

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| V. Judiciary (Cont.) | | | | | | | 7. Organize the class in small groups. Each group will prepare a list of either acceptable or unacceptable behavior based on the mores of the local community. In a large group discussion a master list may be compiled. As a follow-up activity the students can select a current case dealing with one of the behavior problems on the list, e.g., driving while intoxicated, child abuse, or possession of illegal drugs. The students should note the type of court that deals with such cases and the type of penalty involved. A representative from the Judge Advocate's office might speak to the class about how such behavior problems among dependents would be dealt with in the military community or by the host nation judiciary. (obj. 2) |
| | 3. Identify the three branches of federal government and list the powers and functions of each. (POLITICAL SCIENCE) | | | | | | 8. At the beginning of the judicial unit, students should refer to their charts of the three branches and review the concepts of separation of powers and checks and balances. Organize a research and writing project in which students analyze the powers of judicial review by means of examining specific landmark cases from different periods of history, e.g. MARBURY vs MADISON, DRED SCOTT vs SANDFORD, BROWN vs BOARD OF EDUCATION OF TOPEKA. This might be an individual or small group project and could be done as both a written and an oral activity. (obj. 3) |

Grade Level: Twelve (12) U.S. Government

Marking Period: 2nd

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1) | ALLYN/ BACON (2) | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| V. Judiciary (Cont.)<br>F. Civil rights<br>1. The extent to which the Bill of Rights protects the liberties of all American citizens<br>2. "Fundamental" Civil Rights<br>3. "Due process of law"<br>4. "Equality before the law" | 4. Describe the ever changing relationship between human beings and their environment - past, present, and future. (SOCIOLOGY)<br><br>5. Relate historical facts to present day world situations. (HISTORY)<br><br>6. Explain the basic rights of the American people and how these rights are protected. (POLITICAL SCIENCE) | Ch 8 pp 273-293 | Ch 6-7 pp 120-179 Bill of Rights p 796 | Ch 32-34 pp 616-680 | Ch 13-16 | Ch 4-6 pp 100-167 p 304 | 9. Have students research and review the public land policies of the United States as illustrated by the Homestead Act of 1862 in which the United States encouraged the sale and private development and settlement of the land. (obj. 4)<br><br>10. Selected students may "represent" the Environmental Protection Agency and describe the history, basic functions, and laws which it oversees, e.g., the Clean Air Act and its' amendments. (obj. 4)<br><br>11. Students may look into current events sources to find cases involving individuals and communities seeking recourse from the U.S. Government for land that has been polluted by "hazardous wastes." One might refer to historic cases, e.g., Love Canal, New York. (obj. 4)<br><br>12. Referring to the document, The Bill of Rights, the first ten amendments to the Constitution, have the students write a paper on "What Rights We have as American Citizens, through the Bill of Rights". (obj. 6) |

Grade Level: Twelve (12) U.S. Government

Marking Period: 2nd

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| V. Judiciary (Cont.) | | | | | | | 13. Referring to the Fifth Amendment, have the students define "Eminent Domain". A small group of students could report to the class on a specific case of Eminent Domain and/ or class of citizens protesting a government's exercise of Eminent Domain. (obj. 6)<br><br>14. Referring to the Second Amendment, have a group of students conduct a discussion on gun control legislation as a violation of the Second Amendment right to keep and bear arms. (obj. 6)<br><br>15. A group of advanced students might research the Supreme Court case, Miranda vs Arizona, 1966. Using this information they could show how the Miranda rule reinforces the Fifth Amendment's protection against illegally obtained, self-incriminating evidence.<br><br>Another group might present the viewpoint that the Miranda rule is a "serious obstacle to effective law enforcement." (obj. 6)<br><br>6. The teacher or an advanced student could give a presentation on the Supreme Court case, Furman vs Georgia, 1972. The case struck down all of the then existing state laws allowing the use of the death penalty. This would be followed by a discussion of the death penalty as a constitutional issue and as a deterrent to crime. (obj. 6) |

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Grade Level: Twelve (12) U.S. Government

Marking Period: 2nd

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| V. Judiciary (Cont.) | | | | | | | V. Judiciary/Civil Rights: Host Nation Activities<br>A. Prepare a chart of the host nation judicial system, local and national.<br>B. Visit a local court.<br>C. Selected students might interview a local lawyer or judge and report to the class on their findings.<br>D. Obtain a copy of the basic law or Constitution of the country. Does the document contain a bill of rights? Students might compare the civil rights of the citizens of the host nation with those of American citizens. |

Grade Level: Twelve (12) U.S. Government

Marking Period: 2nd

Suggested Time Frame: 2 weeks for VI, State and Local Government

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| VI. State and Local Government<br>A. Major characteristics of State Constitutions<br>B. State legislatures<br>1. Structure<br>2. Powers<br>C. The role of state governors<br>D. State court systems<br>E. Types of local government<br>1. Counties<br>2. Cities<br>3. Townships<br>4. School and special districts<br>F. Financing state and local governments<br>1. Types of taxes<br>a. Sales<br>b. Income<br>c. Property<br>d. Business | 1. Examine state political structures in relationship to national structures. (POLITICAL SCIENCE)<br>2. Know the impact and direction of government as it developed in one's own region. (HISTORY) | Ch 10, 11 pp 335-403 | Ch 28-33 pp 678-780 | Ch 5-8 pp 99-166 | Ch 19-22 pp 345-415 | Ch 26-27 pp 583-631 State Ch 28-30 pp 633-706 Local | 1. The students may prepare a map of the United States showing the formation of the states. This could be done as a class exercise with small groups assigned to research and map a particular region. A large map combining the various regions could be displayed on a bulletin board. (obj. 1)<br>2. The students can prepare a verbal and graphic description of Federalism which is the division of power between a national and several state governments and separation of powers which is dividing governmental functions among three distinct branches.(obj. 1&4<br>3. Selected students should write to their state governments to obtain copies of the constitution and structure of the legislative, executive, and judiciary branches. This could be placed in a static display beside similar charts of national government structure. (obj. 1)<br>4. Students should prepare a chart of the states of United States showing urban and rural divisions of population by state. (obj. 2)<br>5. Each student can prepare a map of his/her home state providing pertinent economic data, e.g., per capita income, industries, minerals, and forests. (obj. 2) |

Grade Level: Twelve (12) U.S. Government

Marking Period: 2nd

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1)* | ALLYN/ BACON (2)** | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| VI. State and Local Government (Cont.) | 3. Identify the current services of local government and political institutions that justify their existence. (POLITICAL SCIENCE)<br><br>4. Present oral reports using appropriate research techniques. (SKILLS) | | | | | | 6. The students can make a list of seven services provided by state and local governments, e.g., education, police and fire protection. (obj. 3)<br><br>7. Advanced students might research financial information about a particular state and prepare two pie graphs showing revenues and expenditures. The class might discuss how they would adjust the expenditures, i.e., "slices" of the pie. (obj. 3&4)<br><br>8. Have the students review Article IV, section 3 of the U.S. Constitution. They should write a brief paper describing the procedures by which a new state is admitted to the union. Selected students might trace the origin of certain states, researching the source of the land and by what means and when these states entered the union, e.g., Texas was a Republic before becoming a state. (obj. 1)<br><br>9. Before beginning the unit on state and local government, the teacher might wish to accumulate materials on one or more of the states. It might be easier to teach the unit using one particular state as a model. Students could investigate a certain institution of a particular state, e.g., the education system. They might compare that system with DODDS. (obj. 3) |

Grade Level: Twelve (12) U.S. Government

Marking Period: 2nd

Suggested Time Frame: _____

| AREA OF STUDY/CONTENT | OBJECTIVES | ALLYN/ BACON (1) | ALLYN/ BACON (2) | HOLT RINE-HART | MCGRAW-HILL | SCOTT FORES-MAN | ACTIVITIES |
|---|---|---|---|---|---|---|---|
| VI. State and Local Gov't. (Cont.) | | | | | | | VI. State and Local Government: Host Nation Activities<br><br>A. Responsibilities of State and Local governments:<br><br>1. Education: Student and teacher exchanges with local schools should be arranged.<br><br>2. Safety, Health, and Welfare: Compare (1) health and safety regulations of the host nation with those of the local areas of the United States, (2) welfare, insurance, and retirement systems, (3) social arrangements for the young and the aged.<br><br>3. Recreation: Investigate leisure time traditions, customs, organizations, and activities, e.g., participate in hiking, biking, festivals, and parades.<br><br>4. Environment: Investigate (1) local environmental problems, e.g., smog, noise pollution, over-development or under-development, and sanitation; (2) methods being employed to solve these problems or student proposals or plans for solving these problems. |

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(DoDDS)

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